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**Topic:** Vocabulary Review

**South Carolina Science Standard 4-4:** The student will demonstrate an understanding of weather patterns and phenomena.  
4-4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).  
4-4.2 Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.  
4-4.3 Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and   
related safety concerns  
  
**South Carolina Science Standard 6-4:** The student will demonstrate an understanding of the relationship between Earth’s atmospheric properties and processes and its weather and climate.   
6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation,   
transpiration, condensation, surface-water flow, and groundwater flow).  
6-4.3 Classify shapes and types of clouds according to elevation and their associated weather conditions and patterns.  
6-4.4 Summarize the relationship of the movement of air masses, high and low pressure systems, and frontal boundaries to storms (including thunderstorms, hurricanes, and tornadoes) and other weather conditions.

**ISTE Standards:**

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**Essential Question:**

What are the major vocabulary terms for the water cycle and clouds?

\*This lesson is intended to be used at the end of the school year to review vocabulary.

1. **Mini lesson** 
   1. The teacher will ask students to refer to the vocabulary section of their Science AJ (academic journal).
      * The teacher will explain to students that they will be working in pairs to determine what they believe is the most important vocabulary.
   2. The teacher will explain to students that they will be creating a word cloud using Wordle.
      * Using the internet and LCD projector, the teacher will show the students the site and how to use Wordle (<http://www.wordle.net/>)
        1. Important things to remember:
           1. All words will show up
           2. The more times you enter a word, the bigger the word
           3. You can change the color and font (theme)
        2. The teacher will explain to students that they must pick which words they feel are the most important from the year. They must include at least 10 words from the vocabulary section of their AJ, but are encouraged to choose more words.
        3. The most important words from their chosen words should appear bigger in the word cloud.
           1. Students choose which words they feel are the most important from the words they chose from their vocabulary section.
        4. The teacher will demonstrate how to screenprint and crop picture using a paint or photo-editing program.
        5. The teacher will demonstrate how to post the word cloud to the class Wiki about water.
2. **Teamwork:**
   1. Students will work in pairs to choose at least 10 words from the vocabulary section of their AJ (but can include more).
   2. The students should pick the most important words out of their chosen words to make bigger. Students may vary the size of their words (for example: enter water 8 times, clouds 5 times, and rain 2 times. This would denote that each word is considered important, but that the pair believes that diameter is more important than multiply and fraction).
   3. Once complete, students will post their word cloud to the class Wiki (with teacher assistance, if needed).
   4. The students will present their word clouds to the class explaining why they made the words they chose bigger.
3. **Whole Class:**
   1. Once word clouds are posted to the Wiki, we will view them as a class and discuss word size equaling importance and whether we agree with the chosen words or not. The teacher will facilitate the discussion.

**Assessments:**

1. Checklist
2. Observation of students as they work
3. Viewing word clouds on the Wiki.
4. Observation/listening to discussion.

**Resources and Materials:**

1. Computer with internet connection
2. AJ
3. Pencil and paper
4. Notes/notebook
5. Checklist

Student Checklist:

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| We have chosen 10 words we feel are important from the water cycle and clouds unit. |  |  |
| We have experimented using Wordle (practice with it so you’re ready to enter this vocabulary) |  |  |
| We have varied the size of our vocabulary words based on importance. |  |  |
| We have copied the word cloud to the class wiki on water. |  |  |
| We can defend why we made the decision to make some words larger than others. |  |  |